

Developing a Rubric

Overview:

A rubric is a set of guidelines for assessment of student work that indicates varying levels of mastery as reflected in a product or performance. A typical rubric contains a scale of three to six scores for performance assessment, a delineation of major traits or dimensions to be examined, and major traits of performance along a continuum of proficiency.

Considerations:

- A good rubric *describes* a student's performance at various levels of proficiency along a continuum
- A less effective rubric communicates very little information to the student
- Objective vs. subjective
- A project with multiple components may require multiple rubrics

Step for Developing a Rubric:

- Start with the standard or SLO
- Identify the components of the SLO that you wish to assess
- Break those components into the essentials
- Write criteria describing student performance along a continuum (frequency and quality)

Sample Rubric

The rubric model presented on the following page consists of a generic four-level scale:

World Class Learner: The learner at this level of the rubric has gone beyond the mastery of the knowledge, skills, and attitudes of the component of the standard. The World Class Learner consistently exhibits high quality performance.

Proficient Learner:-The learner at this level of the rubric has had opportunities to apply the knowledge, skills, and attitudes of the component of the standard. The proficient learner has mastered the essential attributes thus proving mastery of the component.

Developing Learner:-The learner at this level of the rubric has been exposed to the knowledge, skills, and attitudes of the component of standard. The developing learner may have only a few essential attributes to master before mastery of the component.

Emergent Learner:-The learner at this level of the rubric may or may not have been exposed to the knowledge, skills, and attitudes of the component of the ICS.

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(A scoring guide describing a continuum of performance from “expert” to “novice.”)

1. **Identify and describe *Knowledge, Skills, and Attitudes* embedded within a process.**
(What are we seeking to achieve?)
2. **Determine the *Key Indicators* for performance – one or more.**
(What does it look like?)
3. **Determine Frequency of Occurrence and Quality of Performance indicative of each class learner.** (What is evidence of a learner who “has it” versus one who does not?)

Knowledge, Skill, or Attitude: _____

	Frequency and Quality of Performance			
Key Indicators	“World-Class” Learner	“Proficient” Learner	“Developing” Learner	“Emergent” Learner